

THE CONTRIBUTION OF MEDIA CONSUMPTION IN THE POLITICAL EDUCATION OF YOUNG PEOPLE AS PART OF THEIR CITIZEN TRAINING: COMPARATIVE STUDY BETWEEN AREAS OF KNOWLEDGE OF HIGHER EDUCATION IN MEXICO.

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ABSTRACT

One of the challenges the Mexican education system faces is the building of capacities to foster civic and political participation in young people, a fundamental task in citizen formation. In such a way that political education promotes the transformation of individuals to develop comprehensive thinking skills, which generates the exercise of a full and active society. Sotirovic and McLeod (2004) approach the perspective of political socialization as a process of community learning, through which citizens acquire beliefs, feelings and information for the purpose of achieving maturity and political identity. This system addresses exposure to the media and its effects on the individual, that is, cognitive ones such as consciousness, knowledge and the image of politicians; the affective ones like interests, attitudes towards leaders, subjects and attachment to the political system; and, finally, those of behavior as interpersonal discussion and political participation. In that sense, a comparative analysis of the six areas of knowledge established by the National Institute of Statistics and Geography (INEGI, 2014) is established, with the objective of evaluating the political learning of young people, which is strengthened through media consumption and its link with democratic participation, because it is considered a relevant context of vulnerability in civic and political life.

Keywords: Political Education, Media Consumption, Citizenship

INTRODUCTION

Education is the most important basis for a democratic government, to work the population needs to have an adequate academic level to strengthen its citizenship by improving its capacity in the interpretation of political phenomena, in addition to carrying out collective actions through dialogue, conversation, deliberation and the power of political judgment. In addition, previous studies shown in different countries have found that better-informed citizens clearly show a positive association with political activism (Delli, 2005, p. 43).

For this reason, in order to build and maintain democracy, defined as a form of social organization with certain rules and policies, a certain number of people engaged in political activity, sufficiently enlightened, committed and militant in their activity are required (García, 2007, p.125).

From this perspective, Del Pino and Colino (2003) conceptualize citizenship not only as a legal issue related to the exercise of political-electoral rights, but also as a secure link between the State and the Individual, where they are taken as reference all areas of action of the latter: civil, political, socio-economic and cultural.

Pattie, Seyd and Whiteley (2004) summarize the factors that strengthen the development of active citizenship in five models, drawing a distinction between election theories, describing models of cognitive engagement as well as general incentives to act, trying to explain why Individuals seek civic and political information, since they refer that education, knowledge and motivation are crucial to social norms of group or personal participation. They divide the structural models into civic voluntarism, equity, and social capital.

Consequently, the actions carried out by the citizen define the following dimensions: Civil citizenship, which is associated with the rights of individual freedom; Political citizenship based on the principles of liberal democracy and presumes the right to participate as elector and elect, through universal suffrage; Social citizenship, addressing the rights to health, education, social security, housing, guaranteed by the state on par with society, being implemented at the local level where the exercise of individuals has Greater possibilities of being effective (Ziccardi, 1998).

Every society constructs diverse forms of representing the world and explaining the different phenomena in which it gets involved, these conceptions and attitudes oriented towards the political sphere, are based on the concept of citizenship. In modern societies, this subjective code is called: democratic political culture, a concept that addresses the combination of perceptions and

convictions with different behavior patterns promoting various ideals and social demands (Peschard, 2010).

In the context of the development of a democratic culture in Mexico, it is observed that 80% of citizens perceive politics as a very complicated issue, and also agree that the exercise of voting is the only mechanism with which they have to argue whether government does right or wrong things (ENCUP, 2012).

The democratic coexistence of young people will depend on the development of values, attitudes and skills that support social coexistence, where everyone participates, shares, and fully develops, so that they can influence the decision making processes in the political field. Hence, the importance of observing, whether different resources can contribute to create a greater political participation in young people and to know how they can achieve this, although it is likely that the effect is opposite, distancing them from the political sphere.

From these considerations, it can be mentioned that the young people restrict their participation in the electoral processes by maintaining high rates of distrust, ignorance and disinterest in politics. Based on these aspects, it is pertinent to analyze exhaustively the relationship between politics and age segment, according to the wide diversity within it and the contexts in which it is situated.

LITERATURE REVIEW

The conception of Political Education

In recent years, democratic societies have increased the need for a political education of citizenship, which requires forming the habit of comprehensive thought, that is, an act of reconciliation with reality and search for meaning, as well as an activity of thought and skillful judgment (Lopez, 2005, p.11). It is not only the information or knowledge learned about politics, but that which is stored in the long term and that is willing to leave during the decision making proving the value of their training (Milner, 2002).

Also, education is one of the aspects in the transformation of young people that substantially influence the development of skills, knowledge, and facilitates the space where young people

interact with each other, allowing them to achieve experiences that contribute to their training to participate in society (SEP, 2014).

On the other hand, it is possible to differentiate education in the general with respect to the political education, the first as the formation and development of the person in all its senses, while the second guides the formation and development of the person as a citizen. The formation and development of the person has as a condition a social context, in which he is welcomed and integrated as a member of a political community within the framework of institutions that make civilized life possible.

That is why political education seeks the formation and development of the person as a citizen, not as an aggregate of his personal being, but acquiring the ability to relate politically with others. The social dimension supports the formation of the basis of education and the political dimension helps the extension of that education (Aguilar, 2000, p.37).

However, the ways of knowing the political context will depend on the disciplines and the knowledge that they use to approach it, so one could consider a political reality and a variety of methods to study it. In this sense, the disagreement of young people with political institutions and the educational factor are very important factors in the issue that addresses the lack of political-electoral participation in young people (Orellana and Minte, 2011, p.10).

Delli Carpini and Keeter (1989) emphasize the role of political knowledge, considering it as a central resource for participation in a democracy, and emphasize that less informed people are less likely to participate politically in society, and therefore their participation results from low effectiveness. For Vargas (2005) one of the variables that provide the greatest explanation on political participation is political knowledge.

Part of the assumptions of the traditional scheme of representative democracy is the presence of citizens with sufficient capacity to evaluate, compare and decide on the main issues of the public agenda and the political options in the electoral processes. To the extent that this dimension of political culture is not strengthened, citizens' perceptions and attitudes tend to be based on prejudices that undermine rationality in sociopolitical dynamics (Gutierrez, 2007, p.66).

Youth Participation in Democracy and its relationship with the media consumption.

Bartels (1993) emphasizes that the penetration of mass media on the presentation of varied types of information has enormous political and social consequences. When citizens are exposed to the media, the first thing to develop is known as consideration, this is defined as the reason to induce an individual to decide one way or another on a political issue. This focuses on media consumption as the integration of a set of social, cultural and economic elements; linked to the formation of identity, which can function as a means to establish relationships between individuals and society, between subjects and social structures, understood as social actors, in so far as each means of communication offers a different form of informational message (De Pablos, 2003).

On the other hand, Granberg and Brown (1992) approach the subject of the political perception from the perspective of the subjective judgment that implies three processes, the first one indicates that in a rational model of democracy, people choose a party or candidate based on the proximity, which he calls rational selection. In second term, people can develop an affiliation over time to a political party, since it seems to act for the interests of groups or social strata with which the person identifies; this is derived from the influence of the candidate or party of the person. The third term initiates from the motivation that the person has when perceiving similarity between itself and its preferred candidate or party and its opposites. This third term is irrational in nature and is distinguished from the first two in this regard. These three processes form the subjective judgment.

The political action allows the exercise of citizenship in its different dimensions: civil citizenship associated with the rights of individual liberty, political citizenship based on the principles of liberal democracy which entails the right to participate as a voter and elected through universal suffrage, and social citizenship referred to the rights of health, education, social security and housing; guaranteed by the State as a whole of citizenship (Marshall, 1998).

However, citizens who are interested in politics or who converse informally about politics are more involved in the political process than those who are not involved (Milbrath and Goel, 1977). This participation relationship allows for an increase in the governance of the political system, and provokes an increase in the legitimacy of the actions that it performs, achieving a better relationship is achieved and lower levels of tension between government and society.

In as all forms of participation have advantages and disadvantages, it is difficult to decide which one is the most appropriate, however, democracy works better with well-informed citizens. In the case of political participation, this is an important factor in the consolidation of democratic governance. In the Mexican scenario, participation and involvement in public affairs is considered to be very low and limited, since the interest in campaigns or electoral processes has been totally

lost, observed there is a high level of distrust in the Political actors (IFE, 2009, p.77). This is observed in the abandonment of traditional forms of political and electoral participation, creating new spaces, forms and practices of participation and youth associations.

Young people propose new ways to interact in a society where more and more electronic media are consumed, which impact on the development of their knowledge and culture. In addition, this segment of the population is characterized by the use of a variety of media tools to express their thoughts, points of view, and opinions (Perez, Rumoroso and Torres, 2010).

In this regard, the following characteristics of young people (UNDP, 2014) are mentioned:

- 96.50% of young people in Mexico do not participate in political parties, or unions.
- About 50% reported that the main reasons for not voting are lack of interest or good choices.
- Just the 6% of Mexican youth manifest trust in political parties.
- This trend has been accompanied by a disrepute of the political system but specially the political parties, who have been unable to generate representativeness and confidence in citizens
- 52% of citizens between 18-29 years old don't feel represented by a political party.

It also describes the consumption of media that you have young people, in which it is compared between traditional media and digital media in Nuevo Leon. It should be mentioned that the consumption of media is the degree of exposure or attention to contents, from that, it can be observed that the degree of exposure to digital media is higher than in traditional ones (see figure 1). New times have innovated information habits, one of them is the exposure of young people to more information in Digital Media, although in different studies it is established that the degree of attention to content has a greater effect on political and electoral participation (ENCUP, 2012; SEP, 2014; UNDP, 2014).

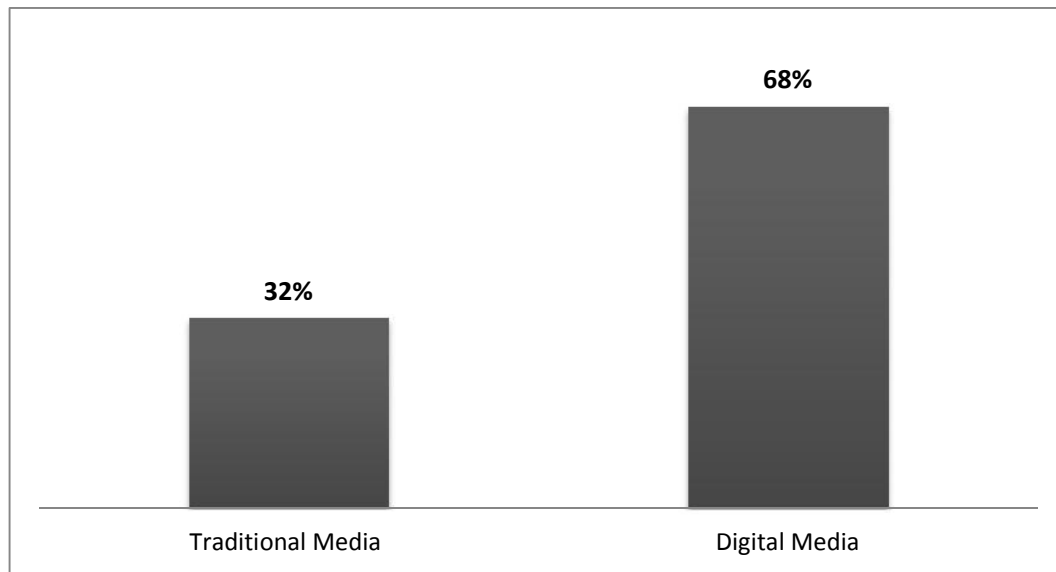


Fig. 1 Media for information on the policy of Young University Students in Nuevo Leon

Source: Self elaboration

With respect to the trend of the decline of traditional consumption, young people move away from television, radio, and the press, and opt for digital consumption; this is the case of the Internet in media such as social networks digital press. Even so, the official websites of candidates, political parties and governments are rarely seen by young people (see figure 2 and 3)

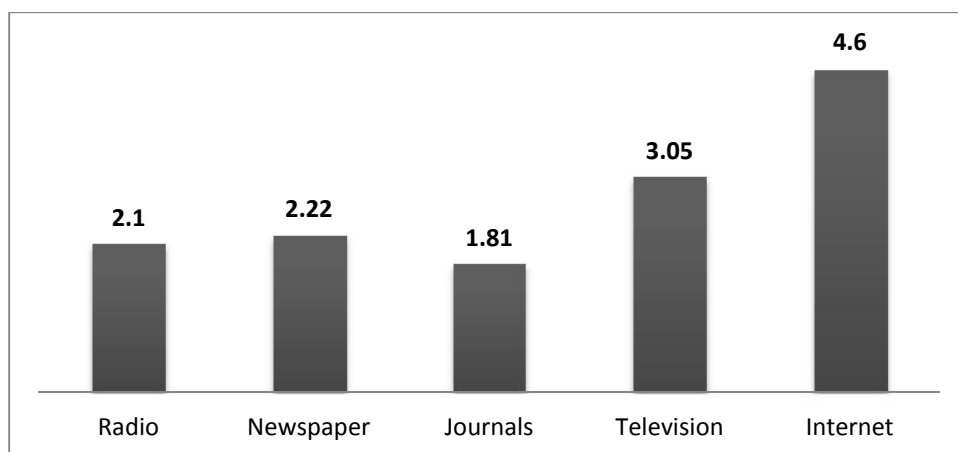


Fig. 2 Level of media consumption on policy of Young University students in Nuevo León

Source: Self elaboration

Note: The theoretical ranges of variation of the scales were between 1 (minimum) and 5 (maximum)

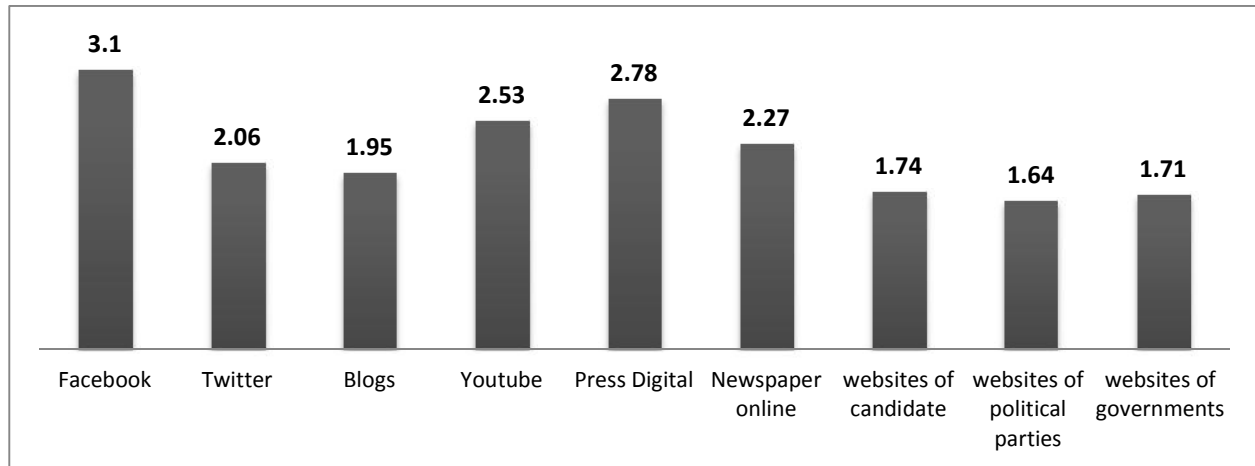


Fig. 3 Level of consumption on the Internet about politics of the Young University students of Nuevo León
Source: Self elaboration

Note: The theoretical ranges of variation of the scales were between 1 (minimum) and 5 (maximum)

Concerning the place where young people hear about politics, the first place is the family, which is the center of reference for its members, their interference in these aspects is the result of family group participation. Friends are in second place, and the Educational Institutions in third (See table 1).

Table 1. Place where young people talk about politics

	Mínimum	Maximum	Average	Standar Dev.
School	1	5	2.77	1,146
Work	1	5	2.09	1,188
Family	1	5	3.11	1.100
Friends	1	5	2.93	1,142

Source: Self elaboration

Note: The theoretical ranges of variation of the scales were between 1 (minimum) and 5 (maximum)

From this perspective it is also important to consider the proportion of young people who are studying at the higher level in Mexico, which represent only 10% of the population at national level and 12% in the State of Nuevo León (SEP, 2014).

Research Hypothesis

Due to the above and taking into account the studies of SEP (2014), UNDP (2014), Perez, Rumoroso and Torres (2010), and INEGI (2014) we can establish for the present study, the following hypothesis:

There are significant differences between the areas of knowledge regarding the relationship of the development of their political learning strengthened through media consumption and the interest of students in the level of political and civic participation.

Which sought to be accepted through a comparative analysis of the 6 areas of knowledge considered from the INEGI study (2014), and which will be addressed later, as well as the description of the quantitative research that was done for the research.

METHODOLOGY

Participants in the study

In order to carry out the research, a stratified sampling was designed; proportional to the population of each of the 26 faculties of the Universidad Autonoma de Nuevo Leon; the selection of participants was random. Likewise, the six areas of knowledge are considered taking the structure of the National Institute of Statistics, Geography and Informatics (See Table 2).

It was estimated a representative sample of 2167 students, out of a total of 91,141 students enrolled in 2014, this percentage allowed to establish a 95% confidence level and a maximum sample error of 2.08%. The registration information was obtained from the activity report "UANL 2014". Data collection was performed from January 27th to March 5th 2015 and a previously designed questionnaire was applied with a non-response rate of 22%.

Table 2. Sample of the participants by areas of knowledge considered from INEGI (2014)

Area of Knowledge		Sample
I.	Health	374
II.	Agronomy and Veterinary Medicine	311
III.	Engineering, Manufacturing and Construction	377
IV.	Natural Sciences, Exact and Computer Science	368
V.	Social Sciences, Administration and Law	379
VI.	Education, Arts and Humanities	358
Total		2167

Characteristics of the Sample

The age of participants in the study ranged from 18 to 30 years, the general average being for 20 (SD = 1.94). The age of the students according to the area of knowledge studied is homogeneous in all cases (See Table 3).

Table 3. Characteristics of the sample with respect to the variant age by area of knowledge

Area of Knowledge	Mínimum	Maximum	Average	Standar Dev.
Health	18	30	19.98	2.018
Agronomy and Veterinary Medicine	18	28	19.92	1,990
Engineering, Manufacturing and Construction	18	25	20.90	1,729
Natural Sciences, Exact and Computer Science	18	30	20.03	1,752
Social Sciences, Administration and Law	18	29	20.53	1,722
Education, Arts and Humanities	18	30	19,53	2,218

With regard to gender, 52% of the samples were women and 48% men. However, there are levels of differences between the gender ratios observed in the areas of knowledge. For example, in education, arts, and humanities 61% of women participated, while only 36% in exact sciences, compared to 64% of men in this area, and only 33% in health.

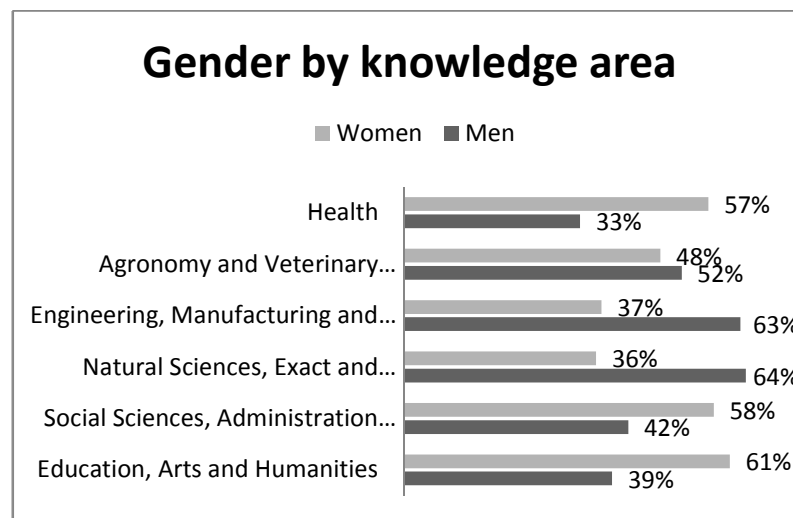


Fig. 4 Characteristics of the sample with respect to the gender variable by area of knowledge

Questionnaire

In order to perform field work and data collection for analysis, a questionnaire was designed, which incorporated the following variables:

Political Participation: Refers to activities where there is an established order (vote, work for a candidate or party, learn and discuss political issues, attend a political rally, convince a person to vote for a particular party), it refers not only to the action itself, but the attempt to achieve an end that can be influence or support a government or political representatives (Milbrath and Goel, 1997; Merino, 2001). The concept was measured with a 5-point Likert scale, ranging from nothing (1) to quite (5). The internal consistency of the scale was ($\alpha = .89$).

Civic Participation: It can be individual or collective, it seeks to develop civic activities in social or community, such as non - profit organizations, social welfare, and environmental protection areas; (Orellana Fonseca and Minte Münzenmayer, 2011, Peschard, 2010, Pattie, Seyd, & Whiteley, 2004). It was measured with a Likert scale of 5 points, which ranged from nothing (1) to quite (5). The internal consistency of the scale was ($\alpha = .82$).

Political Knowledge: Learning characterized sought consciously considers elements such as branches and levels of government, political groups, duration of government mandates, among other related topics to the political arena (Gutiérrez 2007; Delli Carpini, 2005). Correct knowledge responses were assessed with a likert scale from 1 (low) to 10 (high).

Knowledge about Leaders: Refers to citizens' knowledge of their representatives or political actors (Lopez Zamarripa, 2005; Merino, 2001; Marshall, 1998). The correct answers of the knowledge of political actors were evaluated, with a Likert scale of 1 (low) to 10 (high).

Interest in Politics: Refers to the interest that has a subject or group on political issues (Brussino, S., Rabbia, H, and Sorribas, P., 2009). It was measured with a 5-point Likert scale, ranging from nothing (1) to quite (5). The internal consistency of the scale was ($\alpha = .89$).

Exposure to media: Refers to the time in which an individual receives information spaces messages via electronic means. A Likert scale on exposure time to the electronic media, of 5 points, where (1) is never and (5) enough, will be developed. The consistency of the scale was ($\alpha = .71$).

Attention to the Programs: Refers to the selection of space in electronic media and the perception that generates about politics. A Likert scale was established on the degree of attention

to policy information on these supports. Five points were assigned, where (1) is Never and (5) Enough. The consistency of the scale was ($\alpha = .75$).

Procedure

The questionnaire was self-applied, consisted in explaining to the participants the objectives of the study and proceeded to socialize the form of filling the questionnaire. Students were asked to answer each of the items and the questionnaires were then captured in the SPSS V20 statistical program, through which the corresponding studies, frequencies and regressions were performed, shown below.

RESULTS

Searching of information about politics by young people

First, the search for policy information in each area of knowledge is described. As can be seen, the area of knowledge of the Social Sciences Administration and Law has a higher level of exposure to political content, but is below theoretical Average ($M=3$). These disciplines are naturally characterized by the study of the human being as a social entity, as well as contributing to the understanding of economic, political and social life and the consolidation of democratic systems (see Figure 5).

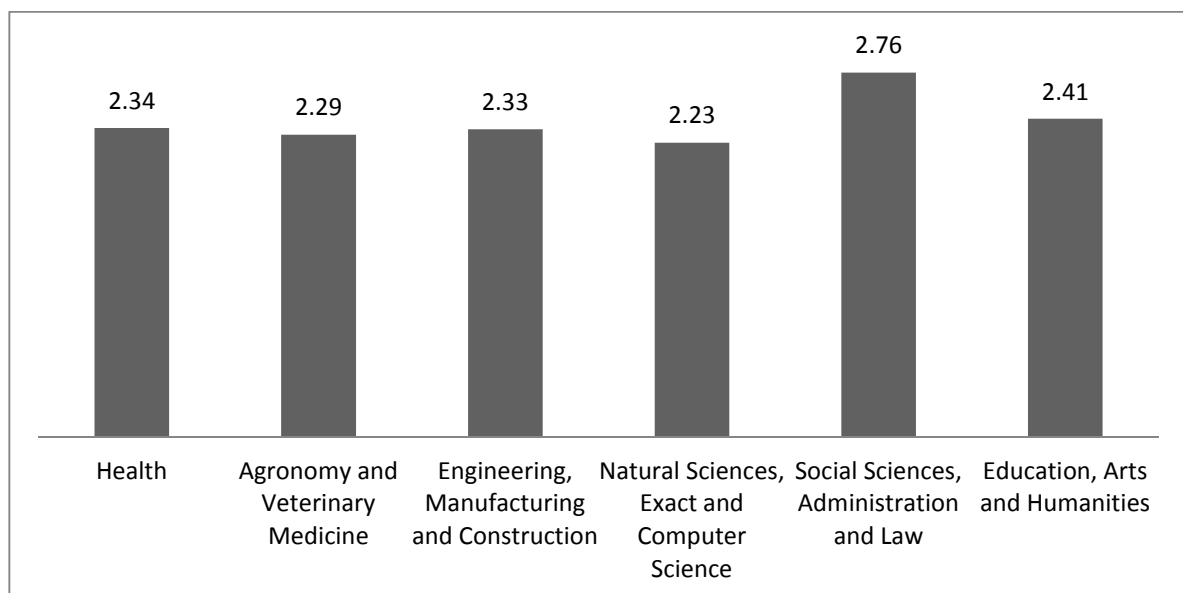


Fig. 5 Frequency of search of information on policy

An analysis of the degree of knowledge about politics by young people

In the second place, the knowledge about the political actors was evaluated; the questions were focused on the political actors of the State of Nuevo Leon (Governor, mayors of the metropolitan area, presidents of parties). According to the data collected, most of the students do not know the political actors, nor the positions of representation. The average knowledge was $M=2.5$ well below the theoretical average ($M = 5$). However, it is observed that the areas of Engineering and Social Sciences have greater knowledge about political leaders, on the contrary, medicine presented the lowest results (see figure 6).

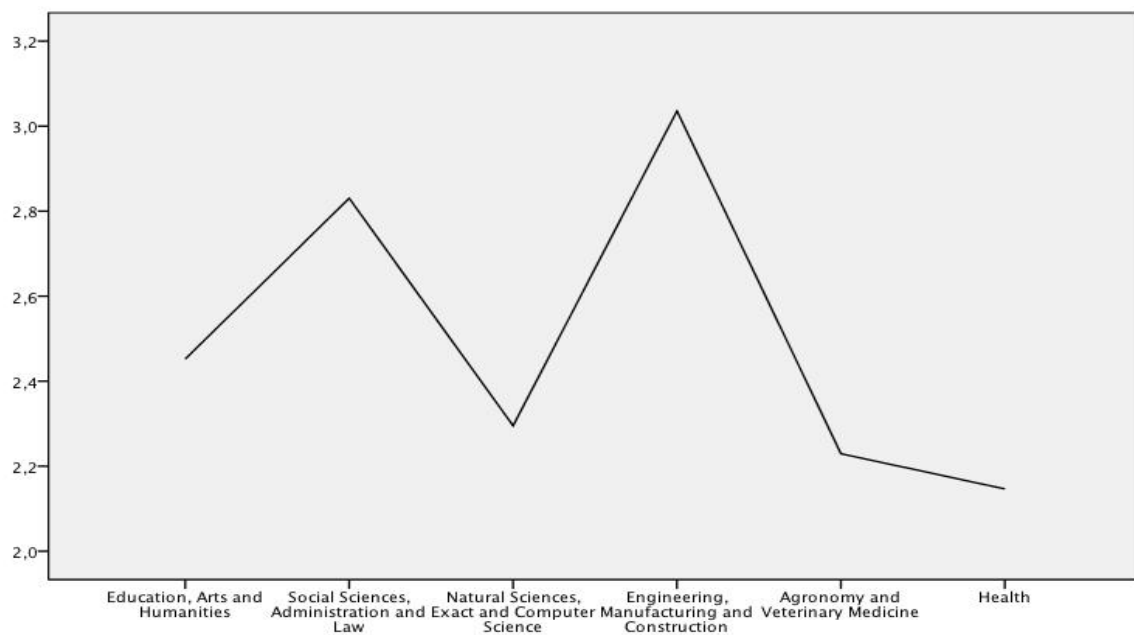


Fig. 6 Knowledge of political leaders based on the youth knowledge area

Note: The theoretical ranges of variation of the scales were between 0 (lowest) to 10 (maximum)

Another of the relevant points in the research was the evaluation of knowledge about politics; questions were focused on elements such as branches and levels of government, political groups, length of government mandates, among other questions that gave a clear picture whether the student possessed a certain level of political awareness or stayed away from such content. Based on the application of the instrument, we noticed that there is more knowledge about policy issues than in political actors, where the average political knowledge was $M = 4.8$ very little below the theoretical average ($M = 5$). In the case of the evaluation by area of knowledge the most outstanding, the one of Engineering and Social Sciences ($M > 5$) are observed.

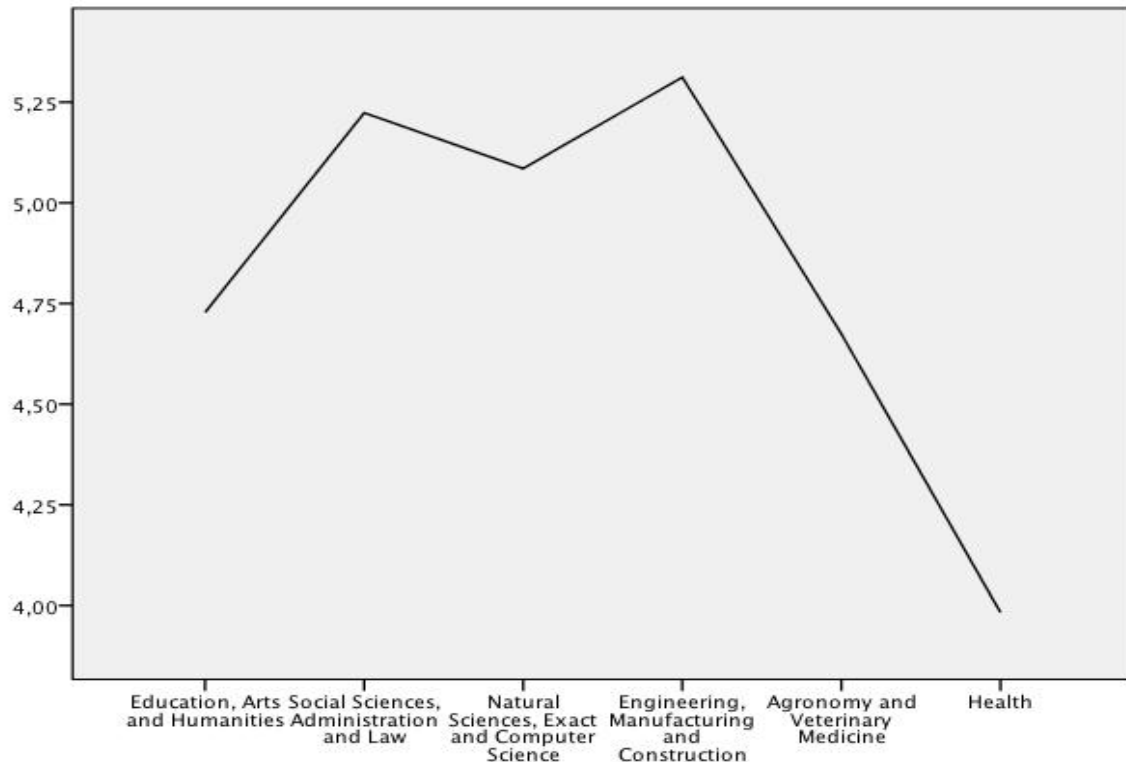


Fig. 7 Policy knowledge

Note: The theoretical ranges of variation of the scales were between 0 (lowest) to 10 (maximum)

An analysis of the civic participation.

The following element evaluated the level of civic participation, where the social commitment of students with voluntary work and support to social causes is manifested in a very low form ($M < 3$). Participation must be an integral part of all local development initiatives and are essential to improving government capacity. However, the level of political participation is still less than civic engagement as shown in Figure 8. In this sense, the first step to strengthen civic development is for governments to formalize a greater commitment to improve participation, with political and / Or public policies that seek to empower citizens in a meaningful way in order to generate a greater commitment to civic and social causes.

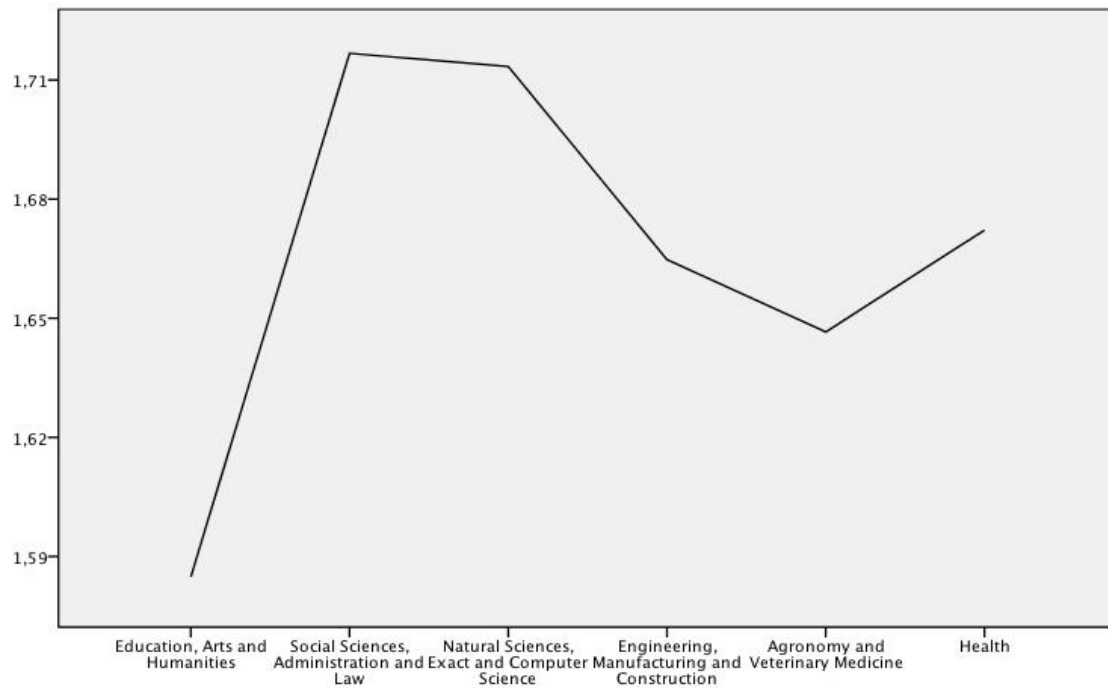


Fig. 8 Civic Participation

Note: The theoretical ranges of variation of the scales were between 1 (minimum) and 5 (maximum)

The lack of interest in political participation by young people is one of the main problems in society, precisely the great part of this problem has to do with the bad ways of doing politics, in addition to the cultural backwardness we have today. In this sense, this is reflected in the following graph, where the formation and disenchantment of citizens by politics is increasing, where education is an important factor as a catalyst in the development of the citizen, as well as the socialization of the effects that Entails this passivity of democratic participation in our country. It is also observed that there is a need to strengthen the political education of students in most areas of knowledge.

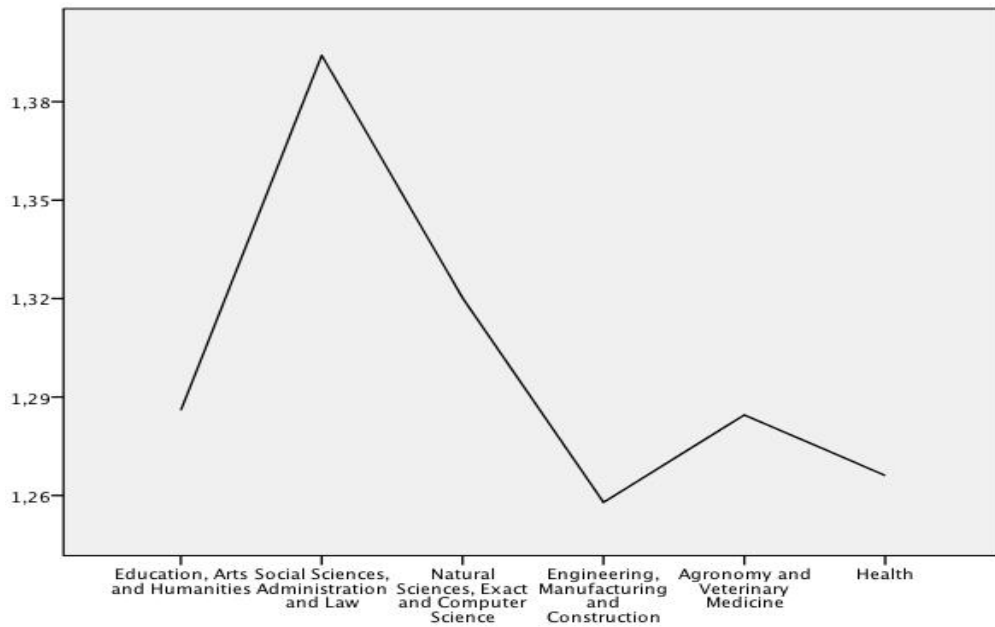


Fig. 9 Political Participation

Note: The theoretical ranges of variation of the scales were between 1 (minimum) and 5 (maximum)

An analysis of the political interests.

Among other factors, political disaffection manifests itself in the low levels of political interest in young. However, the results obtained in the following figure 10, where the majority is below the theoretical average ($M = 3$), is not surprising has the great lack of trust that exists both in institutions and political actors, but the interest has constituted Integrative UN principle of social cohesion and Democratic Development, for this reason it is important to recover.

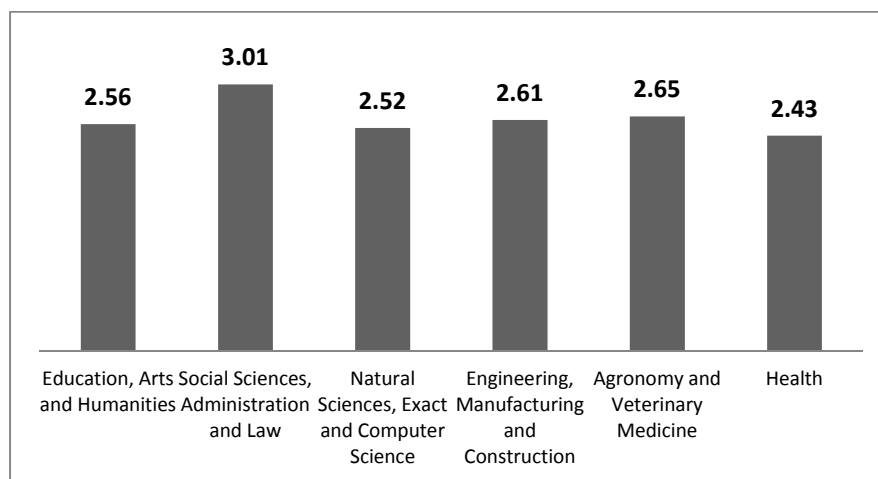


Fig. 10 Interest in Politics

Note: The theoretical ranges of variation of the scales were between 1 (minimum) and 5 (maximum)

An analysis of the explanatory variables of the political education by the knowledge area.

Table 4. Explanatory variables Political Education by knowledge area

Knowledge Area	explanatory variables	coefficients ^{to}			Sig
		Unstandardized		standardized coefficients	
		B	Error typ.		
Education, Arts and Humanities	(Constant)	2,677	, 904		, 003
	Media exposure	, 167	352	, 029	, 635
	Media Attention	, 823	317	180 *	, 010
	Interest	, 937	, 204	, 295 ***	, 000
	r	.429			
	R²	.184			
Law and Social Sciences, Management	(Constant)	2,656	846		, 002
	Media exposure	, 804	325	132 **	, 014
	Media Attention	, 351	267	, 078	, 190
	Interest	, 857	186	240 ***	, 000
	r	.347			
	R²	.120			
natural, accurate and Computer Sciences	(Constant)	1,788	794		, 025
	Media exposure	1,197	331	208 ***	, 000
	Media Attention	- 143	272	- 032	, 601
	Interest	1,146	195	327 ***	, 000
	r	.416			
	R²	.173			
Engineering, manufacturing and construction	(Constant)	3,541	1,639		, 033
	Media exposure	1,408	725	203	, 054
	Media Attention	- 276	, 545	- 057	, 613
	I nterest	, 670	, 413	159	, 108
	r	.262			
	R²	.069			
Agriculture and veterinary	(Constant)	, 946	888		, 288
	Media exposure	832	, 388	140 *	, 033
	Media Attention	, 721	333	148 *	, 031
	Interest	, 904	, 219	254 ***	, 000
	r	.429			
	R²	.184			
Health	(Constant)	2,391	1,000		, 018
	Media exposure	333	, 368	, 064	, 366
	Media Attention	, 037	, 363	008	, 920
	Interest	1,184	, 248	344 ***	, 000
	r	.359			
	R²	.129			

a. Dependent Variable: Political Education

+ P <0.06 p <0.05; ** P <0.01, *** p <0.001

Subsequently the explanatory variables were analyzed in the political education:

1. The variables in the equation obtained in the area of Education, Arts and Humanities got together account for 18% of the variance, where those who have a greater interest in politics ($\beta = .295$, $p < 0.001$) and Mayor attention to political content ($\beta = .180$, $p < 0.05$) will strengthen their political learning.
2. The variables obtained in the equation of Social Sciences, Administration and Law got together account for 12% of the variance, where those with greater exposure to media on policy issues ($\beta = .132$, $p < 0.05$) and greater interest in politics ($\beta = .240$, $p < 0.001$) will strengthen their political learning.
3. The variables in the equation obtained in the area of Natural, Exact Sciences and Computer got together account for 17% of the variance in where those who have greater exposure to media on policy issues ($\beta = .208$, $p < 0.001$) and greater interest in politics ($\beta = .327$, $p < 0.001$) will strengthen their political learning.
4. The variables obtained in the equation of the Engineering, Manufacturing and Construction got together account for 7% of the variance, however no variable explained political learning.
5. The variables obtained in the equation the area of Agronomy and Veterinary got together account for 18% of the variance, where those with greater exposure, attention and interest on policy issues ($\beta = .140$, $p < 0.05$), ($\beta = .148$, $p < 0.05$) and ($\beta = .254$, $p < 0.001$) respectively, their political learning is strengthened.
6. The variables obtained in the equation of Health area got together account for 18% of the variance, where those who have more interest on political issues ($\beta = .344$, $p < 0.001$) are those that increase their participation.

An analysis of the explanatory variables of the political and civic participation by the knowledge area.

Finally, the explanatory variables of participation, as media consumption, knowledge on politics and interest were analyzed.

1. The variables in the equation obtained in the area of Education, Arts and Humanities got together account for 14% of the variance, where those who have a greater interest in politics ($\beta = .292$, $p < 0.001$) are the retaining greater participation.
2. The variables obtained in the equation of Social Sciences, Administration and Law together explain 21% of variance, where those who are more media attention on policy issues ($\beta = .372$, $p < 0.001$) and a high interest in politics ($\beta = .191$, $p < 0.001$) are those who retain greater participation.

3. The variables in the equation obtained in the area of Natural, Exact Sciences and Computer got together account for 13% of the variance, where those who are more media attention on policy issues ($\beta = .237$, $p < 0.001$) and a high interest in politics ($\beta = .167$, $p < 0.01$) are those that increase their participation.

4. The variables obtained in the equation of the Engineering, Manufacturing and Construction together explain 17% of variance, where those with the greatest interest in politics ($\beta = .294$, $p < 0.01$) are those that increase your participation.

5. The variables obtained in the equation the area of Agronomy and Veterinary got together account for 25% of the variance, where those who have more attention and interest in politics ($\beta = .314$, $p < 0.001$) and ($\beta = .298$, $p < 0.001$) respectively are those that increase their participation.

6. The variables obtained in the equation of Health area got together account for 18% of the variance, where those with greater attention to policy information ($\beta = .394$, $p < 0.001$) are those that increase their participation.

Table 5. Explanatory variables of traditional political participation by knowledge area

coefficients ^{to}					
Knowledge Area	explanatory variables	Unstandardized		standardized coefficients	Sig
		B	Error typ.		
Education, Arts and Humanities	(Constant)	, 747	115		, 000
	Media exposure	, 050	, 044	, 070	263
	Media Attention	, 059	, 040	, 107	139
	Knowledge	- 004	011	-, 022	720
	Interest	113	027	292 ***	, 000
	r	.379			
	R ²	.144			
Law and Social Sciences, Management	(Constant)	, 543	151		, 000
	Media exposure	- 040	, 058	- 035	, 493
	Media Attention	305	, 047	372 ***	, 000
	Knowledge	- 026	013	- 089	, 055
	Interest	, 124	033	191 ***	, 000
	r	.460			
	R ²	.211			
natural, accurate and Computer Sciences	(Constant)	, 679	127		, 000
	Media exposure	, 041	, 054	, 047	447
	Media Attention	163	043	237 ***	, 000
	Knowledge	- 008	014	- 032	591
	Interest	, 090	033	167 **	007
	r	.354			
	R ²	.125			

Engineering, manufacturing and construction	(Constant)	, 625	, 178		001
	Media exposure	018	, 077	023	, 819
	Media Attention	, 051	, 057	, 096	, 370
	Knowledge	, 025	015	, 140	, 106
	Interest	, 134	, 044	, 294 **	003
	r	.414			
	R ²	.172			
Agriculture and veterinary	(Constant)	, 497	, 128		, 000
	Media exposure	-, 011	, 056	-, 012	843
	Media Attention	223	, 047	314 ***	, 000
	Knowledge	-, 012	013	- 054	349
	Interest	158	, 032	, 298 ***	, 000
	r	.501			
	R ²	.251			
Health	(Constant)	722	139		, 000
	Media exposure	-, 006	, 050	- 008	908
	Media Attention	, 258	, 050	, 394 ***	, 000
	Knowledge	- 015	014	- 074	274
	Interest	, 035	, 035	, 073	324
	r	.418			
	R ²	.175			
to. Dependent Variable: Political Participation					

+ P <0.06 p <0.05; ** P <0.01, *** p <0.001

CONCLUSIONS

The results of this research allow us to visualize the low level of knowledge that young people have on political issues. However, part of the functions of educational institutions should be the political formation of citizenship through the development of competent young people capable to actively participate in the construction of the political community. To form an active and responsible young person, able to contribute to the development and social welfare of the country, it is fundamental to contribute to the development of democratic participation in our country element, considered the political education for Almond and Verba (1970) as the main part of the civic education.

With regard to the hypothesis of whether there are significant differences between areas of knowledge regarding the relationship of the development of political learning have students strengthened through media consumption and interest, impacting positively on the level of political participation and civics.

There are important differences in the explanatory variables of political education related knowledge areas are observed, as shown in the following table:

Knowledge Area	Factors that may explain the political education of university students
1. Education, Arts and Humanities	Attention to Political Content
2. Social Sciences, Administration and Law	Information exposure Political interest
3. Natural, Exact and Computer Science	Information exposure Political interest
4. Engineering, Manufacturing and Construction	no Variable
5. Agriculture and veterinary	Information exposure Attention to Political Content Political interest
6. Health	Political interest

These differences are important because they can't exist without full social responsibility of learning of freedom, responsibility and citizenship.

Additionally, explanatory variables of political and civic participation were analyzed, as shown in the table below. However, no significant relationship between knowledge obtained on politics and its relation to political participation is, this could be generated by the low level of knowledge about political issues that are currently university students.

Knowledge Area	Factors that may explain the political and civic participation of young University
Education, Arts and Humanities	Political interest
Social Sciences, Administration and Law	Attention to Political Content Political interest
Natural, Exact and Computer Science	Attention to Political Content Political interest
Engineering, Manufacturing and Construction	Political interest
Agriculture and veterinary	Attention to Political Content Political interest
Health	Attention to Political Content

Therefore, to strengthen the educational formation in politics, strategies and institutional spaces should be created in all areas of knowledge of universities. Young people should understand their government, how they can participate, and why they should be an informed participation. When young people have the knowledge and capabilities to get involved in public affairs, we will have a stronger democracy.

With respect to the interest and attention on political issues with young people, encouraging a positive association greatly to the growth potential of citizen participation is observed.

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